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ABSTRACT

The purpose of this report was to document implementation of the Grambling State University's (GSU) successful teacher training model and the university's project to provide technical assistance and dissemination services to Fund for the Improvement of Postsecondary Education (FIPSE) institutions and to non-FIPSE institutions requesting such services. The study was done in three phases, this report representing the final phase. The intent was to focus on student assessment, faculty development, curriculum revision, instructional development, and program monitoring and evaluation. By replicating its own model and documenting project activities, the university was able to demonstrate that the model provided four major outcomes: (1) an improved pass rate of graduates on the National Teacher Examination (NTE); (2) an updated curriculum; (3) increased enrollment; and (4) an improved public image. This report discusses in detail the project, change objectives, program activities, and project results. Implications are that given adequate resources, leadership, and commitment, teacher education programs across the United States can be noticeably improved by adapting the GSU model. An appendix contains letters, workshop programs, and press releases. (LL)

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Grambling State University
College of Education

FIPSE

Final Project Report

Technical Assistance &Dissemination Project

To Improve Teacher Education In the Southeast United States

1988-89

SP 033 062

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Grantee Organization:

Grambling State University
College of Education
P. O. Box 46
Grambling, LA 71245

Grant No.:

G008642156

Project Dates:

Starting Date:	October 1, 1986
Ending Date:	September 30, 1989
Number of months:	36

Project Director:

Jo Ann Dauzat
P. O. Box 4293
Grambling State University
Grambling, LA 71245
Telephone (318) 274-2185

FIPSE Program Officer(s):

Diana Hayman

Grant Award:

Year 1	$86,223
Year 2	$88,270
Year 3	$84,935
Total	**$259,428**

Project Overview

Responding to the nation's dilemma of how to improve the performance of minority graduates on teacher competency tests, GSU implemented a project to adapt its own successful teacher training model for implementation by other similar institutions. The Technical Assistance and Dissemination Project to Improve Teacher Education is being implemented in three phases over a three-year period. Phase III project activities yielded several significant outcomes including: 1) the development of computer disks for the NTE Specialty Area of Elementary Education; 2) the development of additional video tapes and other resource materials for teacher education training purposes; 3) the production and dissemination of a Project newsletter; 4) a one day conference in Anaheim, CA and a variety of workshops on the GSU campus; 5) continued dissemination of information regarding the Grambling teacher education model; and 6) the dissemination of the Professional Knowledge Computer disks to the FIPSE institutions and to non-FIPSE institutions requesting them.

Purpose

The purpose of the Technical Assistance a Dissemination Project to Improve Teacher Education is to adapt GSU's teacher training model by providing technical assistance and dissemination services to three historically Black institutions in the Southeastern United States who were experiencing problems in their teacher training programs. The adaptation covers six program objectives, spanning a three-year period, reflecting the components of Grambling's model: 1) assessment of programmatic needs; 2) design and development of tailored program improvement plans; 3) curriculum reform; 4) faculty development; 5) academic intervention and accountability; and 6) academic monitoring of student performance. Additionally, Grambling desires to provide other institutions with a forum for exchanging ideas and information, increased opportunities for cooperative problem solving, and increased accessibility to technical assistance and resource materials.

Although much time and energy have gone into assessing the scope, magnitude and impact of teacher training and teacher testing problems, considerable confusion remains regarding possible solutions to these problems. Garibaldi (1986) summoned more research on the declining Black teacher; Educational Testing Services (ETS), producers of the NTE, advised that predominantly Black institutions must improve the poor reading skills, analytical problem solving skills, and general knowledge deficiencies of students; and some states (i.e. Alabama, Florida and Louisiana) have simply implemented competency laws which raise the entry requirements for teacher training programs (AACTE Briefs, December 1981).

Institutions suffering overwhelmingly poor student performance continue to search frantically for a solution. At best most of this action represents only scattered, unsystematic attempts to apply programmatic band aids. Continued inadequate test performance is the result of these "piece meal" approaches. Colleges of Education (COE's) receive the most negative impact from testing fall out, they therefore must assume leadership for reform in teacher testing and the general improvement of teacher education. All of the above suggestions probably have some degree of validity, but an effective comprehensive improvement strategy is needed. Grambling's model appears to offer a solution. The Technical Assistance and Dissemination Project represents Grambling's efforts to address this need.

Background and Origins

Grambling State University is a small, rural, historically Black institution located in North Central Louisiana. It is one of only two such Black public institutions in the state. Open admission laws and Grambling's history of taking students where they are and transforming them into productive citizens have attracted varied levels of students from across the nation. Primarily, though, the typical freshman is a Black student suffering from previous economic, educational and social disadvantages. Of the institution's 6,534 students, approximately 90 percent receive some form of financial aid.

Until recently Grambling was recognized nationally and internationally primarily for its football accomplishments and the band's high stepping performances. During the early eighties, the University also became known for its court struggles with state and federal governments to advance equity for Blacks in higher education.

Though less renowned, Grambling's teacher education program also has a proud and illustrious history. The University began as a teacher training college. Through the years it has distinguished itself in the state as a leader in developing innovative teacher training models (Jeanes teachers, supervision of first year teachers, the master teacher). Growth and progress prompted the demise of Grambling as solely a teacher training institution, while at the same time, transforming it into a comprehensive degree granting university. As a result, the College of Education, with four departments, numerous undergraduate and graduate degree programs, and a K-12 laboratory school program, became one of several such organizational units.

Seven years ago, Grambling suffered poor student performance on standardized teacher competency tests. In response, the College of Education made a conscious choice to develop a program of excellence in teacher education. The desire was to take the present program and make it better. The new program would reflect not only responsiveness to emergent societal forces such as teacher testing, but also responsiveness to changes in the knowledge base for teacher education caused by societal manipulations and research.

The past scores of Grambling's graduates on the National Teacher Examinations (NTE) suggested that students had acute knowledge and skill deficiencies in several academic areas. Moreover, consistent publicity of Grambling's high NTE failure rate in various newspapers nourished a negative public image of the Teacher Training Program. The implication of these reports was that Grambling and other similarly troubled institutions were unaffordable academic blights. The message of the time seemed to have been "We want Black teacher colleges out of business." Consequently, if Grambling were to continue helping to meet society's educational needs, and if the College were to stay in business, student performance would have to improve.

Ninety-eight percent of the faculty in the College of Education have terminal degrees representing some of the most prominent institutions in America. Confrontation with troubled times, reforms, and the changes occurring in 1980 were nothing new to the education faculty. Historically, it had survived many similar adversities. Yet, because of poor student performance on the National Teacher Examination (NTE), the faculty met public indictment with great trepidation. Failure rates of 80 to 90 percent for Grambling's graduates for initial certification seemed to totally disarm faculty members. This was an affront to their credibility.

Most faculty saw the lack of supplies, equipment and travel monies as the major problem. The poor performance of the students on the NTE seemed at first to be a secondary concern. Faculty also felt the NTE problem resulted from the poor scholastic quality of entering students and the failure of other academic units to do their jobs. Central administration on the other hand, saw the primary and foremost problem as that of the poor performance of the students on the NTE. They felt the situation could be made markedly better by improving management and faculty productivity within the College of Education.

From all appearances in 1980, the College of Education and the other support units were in a heated battle against organizational inertia, especially as it related to education majors. A disappointing number of people seemed content with past accomplishments and complacent about the current state of affairs. They seemed unmoved by the fact that many things having impact upon teacher education were changing around them--that they too would need to change if Grambling's COE were to regain its status as a leader and remain current and responsive to dynamic societal demands.

Initially, the Dean was faced with the challenge of influencing people at all levels to work with the College to make a difference in student performance. At least 70 percent of the academic preparation of teacher education candidates at Grambling is obtained through academic departments outside of the College of Education. It was, therefore, important to get the President, Vice President, Deans, Department Heads and faculty in other colleges to accept the fact that the poor performance of teacher education students on the NTE was a university-wide problem and everyone must be accountable for planned

improvement efforts. Other organizational needs included the following: 1) changing the College of Education from being a near-closed system to being a system very much open to new ideas and guidance from outside its boundaries; 2) offering renewal activities for tenured faculty members who were either burned out, unmotivated, or retired on the job; 3) reviving the College by introducing innovations; 4) hiring, when possible, new faculty with new ideas; 5) freeing the faculty to say, "I don't know," or "I need help"; 6) providing growth opportunities for tenured faculty motivated toward personal and professional development goals and 7) providing daily guidance and leadership for faculty members who demonstrated a lack of self-direction.

During the eight years following Grambling's 1980 decision to pursue excellence in teaching, the College of Education has witnessed the development of many innovative ideas, practices and products; none of which came easily. It has emerged from the struggles of change. Forces such as personnel changes, faculty perceived autonomy and course ownership, and resistance to changing encrusted traditional structures and behaviors frequently operated to undermine improvement efforts. Ultimately, these forces were transformed into constructive energy that netted the College many benefits.

The Technical Assistance and Dissemination Projects did not require changes in GSU's organizational policy. Except for documentation, the Project, thus far, has not required any unusual activities for the faculty. Essentially the College's task was to continue implementing its model as it had been designed. Phase III activities were mainly concerned with the dissemination of materials produced in the previous years, but there were also new materials produced.

Phase III activities included

1) developing the first of a series of three computer disks on Elementary Education.
2) producing a video tape on Test Awareness and a series on GSU's model
3) continuing the newsletter
4) holding a conference and workshops
5) disseminating Professional Knowledge computer disks.

Project Description

Over the past several years those in the fields of education, research, testing, and local, state and federal politics have wrestled with the problems surrounding teacher training, testing, and competency. While these problems have plagued most post-secondary institutions to one degree or another, historically Black colleges and universities have suffered disproportionately lower scores on teacher competency tests.

It was concern for the plight of its teacher education programs and the threatening extinction of Black and minority teachers that led Grambling State University to research, design, and validate an effective teacher training improvement strategy. Due to the success of Grambling's strategy, as well as national recognition and requests for assistance from other institutions, Grambling undertook the challenge of a teacher training Project that would provide technical assistance and dissemination services to the institutions mentioned earlier.

Besides Project institutions receiving benefits, the network of schools to which they belong also benefit. A pyramid or ripple effect in sharing occurs. Final Project outcomes will include: increased faculty accountability for instruction in general, specialized, and professional education courses; increased acceptance of responsibility by liberal arts faculties for student performance; increased student mastery of general, professional, and specialized knowledge; improved performance standards for students; improved student performance on standardized competency tests for initial teacher certification; and stronger teacher education programs in general. Ultimately, this project will contribute to the survival of historically Black institutions and serve as a national model for improving teacher training programs through cooperative efforts.

Technical assistance is provided by Grambling's education faculty and a team of external consultants. Dissemination of diverse training materials and related information support Grambling's technical assistance efforts. Assistance is tailored to the needs, capacity, and fiscal commitment of project institutions. Unique Project features include: (a) opportunities for institutional sharing and

collective problem solving; (b) organizational development; (c) continuous documentation, assessment, feedback and evaluation activities; and (d) opportunities to foster peer relationships among faculty members with similar responsibilities at involved institutions.

The Grambling State University Technical Assistance and Dissemination Project is being implemented in three phases over a three-year period. The focus for each of the three phases is described on pages 15-17 in the original application. Grambling has been involved in Phase III of project activities with September 30, 1989 marking the end of the third phase.

Phase III activities have centered around the dissemination of material produced in Phase II and continuing workshops and material development. Specifically, these activities included sponsoring several workshops for faculty members and teacher education students, producing of a set of video tapes for inclusion in the project Resource Bank, and developing or securing other additional Resource Bank materials. Information regarding these activities is included in the appendix.

The Phase III activities included:

1. developing the first computer disk for the NTE Specialty area of Elementary Education. This disk contains 100 NTE-like questions divided into 10 topic areas.

2. developing a video tape dealing with test awareness relating to the NTE. This video explains the Core Battery and shows how to make the most of the time given as well as general test taking tips.

3. continuing production and dissemination of the Project newsletter.

4. holding a one day conference in Anaheim, CA . The topics presented by FIPSE schools were "Closing the Gap in Minority Teacher Testing: University-wide and Unit Action Strategies," "Testing as a Teaching Strategy," "Grambling State University Improvement Model," and "Responses for the Future."

5. holding various workshops on the Grambling campus, including:

    a) "Current Trends in Instructional Technology and Design" with Dr. Walt Wager;

b) "The Use of Technology in Instruction" with Drs. Elizabeth Goldman and Robert Sherwood;

c) "Technology and Thinking, Learning, and Study Skills: What is the Status?" with Dr. Bennie Lowery;

6. arranged an on-site visit by Dr. Ila Brive of Virginia State

7. disseminating the Professional Knowledge computer disks to the other FIPSE institutions and non-FIPSE institutions who requested them

8. collecting data from the other FIPSE institutions regarding teacher certification goals as translated by Jack Gant

9. developing a series of video tapes on GSU's model for Teacher Education.

Consistent with the overall Project goals presented in the original application, specific outcomes will be of a quantitative and qualitative nature. The major outcomes of both categories follow.

Quantitative Outcomes

Quantitative results reflect an increase in:

* the percent of students at Project Institutions passing the NTE

* the percent of students at Project Institutions passing the required exam for admission to the teaching program

* the percent of involvement from campus-wide faculty at Project Institutions

* the percent of participation in faculty development activities at Project Institutions

* the percent of students at Project Institutions passing both the Communication Skills Module and the General Knowledge Module of the NTE

Qualitative Outcomes

Qualitative results reflect:

* Commitment to and support for the improvement of teacher education programs at Project Institutions
* More successful student performance due to modifications in the teacher-training curriculum at Project Institutions
* Increased administrative support for the improvement of teacher education at Project Institutions
* Stronger desire to upgrade student skills via the curriculum at Project Institutions
* Instructional strategies that are more effective at Project Institutions.

Problems Faced During Phase III

The FIPSE project encountered several problem areas during its third year of funding.

- The FIPSE project housed at GSU had to replace its documentor-evaluator once again. There was a month long vacancy for the spot.
- A nationally known educator, Dr. Martha Maxwell cancelled her speaking engagement due to illness. This was to be a day long workshop for faculty and students. It had to be rescheduled for after the close of the FIPSE Project.
- The NCATE studies still continued the complicated various data collection and dissemination activities.

Project Evaluation

The main objectives of Phase III were met with varying degrees of success. Much of the Phase III time was spent disseminating the materials produced in earlier phases.

All the FIPSE institutions have working copies of the seven disk computer program on Professional Knowledge. Grambling's Educational Resource Center has ten working copies of each disk that were used in-house before dissemination. The student feedback was useful to assure us that these were indeed valuable tools for preparing for the Professional Knowledge test.

Among the various video tape projects GSU has developed a series of tapes on the GSU model. This series has not yet been disseminated because editing is still to be done. Another video tape on test awareness is at the same point of development. This tape needs minor editing and will be ready for dissemination.

On Wednesday, March 1, 1989, faculty from FIPSE institutions presented a workshop inconjunction with the AACTE National Conference entitled, "Improving Minority Teacher Education: Programs and Procedures that Work." Among the topics presented was an explanation of GSU's model.

During Phase III GSU acquired additional materials for the resource bank. The other FIPSE institutions were apprised of the acquisitions. These materials included computer programs, video tapes and books.

GSU attempted to sponsor a workshop with Dr. Martha Maxwell on "Research Agenda for the Decade." After all the plans were confirmed, Dr. Maxwell became ill and could not come. Through further negotiations Dr. Maxwell was scheduled to appear in January 1990, after the close of the FIPSE project.

There were also a number of other workshops presented during Phase III. These centered around using technology to improve education. The featured speakers were Dr. Walt Wager, Dr. Elizabeth Goldman, Dr. Robert Sherwood, and Dr. Bennie Lowery. These workshops were well attended by faculty, staff, and students.

A final activity was the collection of data from the FIPSE institutions pertaining to the final goals as expressed by Jack Gant. Even though among the four institutions there were many pieces of information that could not be collected, some general conclusions could be drawn.

1. Most of the institutions either had near 90% of the graduates passing certification examinations or at least showed increases over the three year period.

2. Essentially all of the certifiable graduates started teaching within one year after graduation.

3. All the institutions now require that certain tests are passed before a student can be admitted to the teacher education program at the junior level. The few special cases that arise are far below the desired minimal number and some of the institutions do not admit conditionally at all.

4. For the most part the NTE scores of sophomores did not change much over the three year period. Some institutions showed slight increases while others showed slight decreases. There were not, overall, the desired 30% improvement.

5. All of the institutions had developed a comprehensive monitoring system for instruction, advisement, evaluation, and administration.

6. There was not enough information on test scores to decide if there was an increase in quality of student selecting education as a major.

7. While the mean NTE scores of teacher education majors on the CORE Battery and the Specialty Area generally showed some increase, the 10 point hoped for increase was not met.

8. All the institutions had faculty research and publications, but none were able to increase the amount by 20 percent.

Summary and Conclusions

The Technical Assistance and Dissemination Project to Improve Teacher Education in the Southeastern United States has made substantial progress in accomplishing the third-year objectives. The successes of Phase III validate that, given adequate resources, leadership and commitment, teacher education programs across the nation can be noticeably improved.

The Technical Assistance and Dissemination Project achieved many of its third phase goals successfully and also provided for some unintended positive outcomes. The plans set forth to develop more computer disks for NTE study achieved the first in a series of three disks on Elementary Education. The other two as well as one each in other specialty areas well be developed after the close of FIPSE. The video tape development will also continue. Some of

the former FIPSE staff and other interested individuals are very much dedicated to these endeavors.

Since the end of the FIPSE project some non-FIPSE institutions have inquired about the computer disks and want to be informed of any future developments from GSU in the area of student preparation.

Even though there were many problems over the three years, GSU has been enriched by this Technical Assistance and Dissemination Project to Improve Teacher Education. Many of the projects started through FIPSE will continue and, we hope, grow.

The Project supported the continued improvement of teacher education programs. By sharing Grambling's model with project and non-project institutions, the self-perceptions and attitudes of faculty and students were improved. Finally, interaction and collaboration on teacher education program training between the College of Education and other institutions increased and will continue to increase.

Appendix

September 20, 1988

Dr. Burnett Joiner
Executive Dean
College of Education
Grambling State University
P. O. Box 46
Grambling, LA 71245

Dear Burnett:

I want to send this further word of thanks for the invitation to attend your National Conference on Improving Teacher Preparation, September 14-16, 1988. The conference was well planned and executed. It was also most substantive and informative. You, the College of Education faculty and staff, and the members of other units of the University who provided support deserve a huge vote of commendation for treating the conference participants to an exceptionally rewarding experience.

I shall keep in mind the matter discussed with President Johnson, and I shall follow through on it at the appropriate time.

Warm personal regards,

Sincerely,

Bill

W. C. Brown
Senior Consultant

WCB:vdc

cc: President Joseph B. Johnson
Dr. Lamore Carter

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copy to
Drs. Daugat
+ Dwight
BO
9/23/11

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National Conference:

Improving Minority Teacher Education: Programs and Procedures that Work

Topics Include:

Closing the Gap in Minority Teacher Testing: University-wide and Unit Action Strategies

Presented by Johnnie Mills, Joyce Harris, Vivian Taylor and Virgia Gambrell, Jackson State University, Jackson, MS

Testing as a Teaching Strategy

Presented by John Hendricks, Newtie Boyd and Thelma Spencer, Alcorn State University, Lorman, MS

Grambling State University Improvement Model

Presented by Jo Ann Dauzat and Burnett Joiner, Grambling State University, Grambling, LA

Responses for the Future

Presented by Johnnie Mills, Jackson State Univ.; Burnett Joiner and Jo Ann Dauzat, Grambling State Univ.; John Hendricks, Alcorn State Univ.; and Jayme Lewis, FIPSE

Wednesday, March 1, 1989
Anaheim, California

Marriott Hotel

Orange County Ballroom Salons 1-2 Main Level

On-Site Registration

Sponsored by Grambling State University College of Education and the Fund for the Improvement of Post-Secondary Education

PRECONFERENCE ACTIVITIES

TUESDAY, FEBRUARY 28

9:00 a.m.-5:00 p.m., Orange County Ballroom, Salons 1-2 (Main level)
AACTE Board of Directors Meeting.

WEDNESDAY, MARCH 1

AACTE Registration -- see 3:30-7:00 p.m. below.

9:00 a.m.-5:00 p.m., Orange County Ballroom, Salons 1-2 (Main level)
AACTE Board of Directors Meeting.

Preconference Workshops

9:00 a.m.-4:00 p.m., Grand Ballroom, Salons G-H (Main level)
Under the topic, "Improving Minority Teacher Education: Programs and Procedures that Work," the following presentations will be made:
Closing the Gap in Minority Teacher Testing: University-Wide and Unit Action Strategies.
Presenters: Johnnie Mills, Joyce Harris, Vivian Taylor and Virgia Gambrell, Jackson State University, Jackson, MS.
Testing as a Teaching Strategy.
Presenters: John Hendricks, Newtie Doyd and Mrs. Thelma Spencer, Alcorn State University, Lorman, MS.
Grambling State University Improvement Model.
Presenters: Jo Ann Dauzat and Burnett Joiner, Grambling State University, LA.
Responses for the Future.
Presenters: Johnnie Mills, Jackson State University, Jackson, MS; Burnett Joiner and Jo Ann Dauzat, Grambling State University, LA; ~~and~~ John Hendricks, Alcorn State University, Lorman, MS.; and Jayme Lewis, FIPSE
Invitation only.

9:00 a.m.-5:00 p.m., LaJolla-Los Angeles, (Main tower, lower level)
Program Change and Assessment in Teacher Education.

December 8, 1988

Dr. Jo Ann Dauzat
Head, Department of Teacher
Education
Grambling State University
Grambling, LA 71245

Dear Jo Ann:

We are pleased to confirm your preconference presentation at AACTE's Annual Meeting next March in Anaheim, California.

The date, time and Marriott meeting room for your session are as follows:

Day/Date: Wednesday, March 1, 1989

Time: 9:00 a.m.-4:00 p.m.

Room: Grand Ballroom, Salons G-H

I have enclosed copy of what will appear in the printed program. Please check it for accuracy and get back to me by December 15th with any corrections.

As the session organizer, you are responsible for notifying the other participants in the session of the presentation date and time.

If you have any questions or concerns, please do not hesitate to contact me.

I look forward to seeing you in Anaheim!

Sincerely,

Sonja

Sonja D. Goree
Meetings Coordinator

Enclosure

cc: Henrietta Schwartz

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Grambling State University
Grambling, Louisiana 71245

OFFICE OF THE DEAN
COLLEGE OF EDUCATION
P.O. BOX 46

(318) 274-2231
or 2251

MEMORANDUM

TO: COE Faculty

FROM: Burnett Joiner, Dean

DATE: March 3, 1989

RE: **Faculty Development Workshop**

A faculty development workshop will be conducted on Monday and Tuesday, March 6th and 7th. The focus of the workshop will be the Use of Technology in Instruction. The workshop will begin at **10:30 a.m.** on Monday in **AH-216** and will be conducted by Drs. Elizabeth Goldman and Robert Sherwood of George Peabody College, Vanderbilt University.

They are also interested in talking to those of you who may be interested in developing some cooperative research linkages with them. I hope you will be able to attend some or all of the sessions.

/wb

xc: Dr. Carter
Liaison Faculty

"An Equal Opportunity Employer/Facilities Accessible To The Handicapped"

Grambling State University College of Education

Professional Development Seminar Series

AH 216

Presents: **Current Trends in Instructional Technology and Design**

Featuring: **Dr. Walt Wager**, author, educator, consultant
(co-author of Principles of Instructional Design with Dr. Robert Gagnè)

Date: March 13 – 14, 1989

Location: Charles P. Adams Hall, GSU campus

Schedule of Events:

Monday, March 13, 1989

Session 1: 9 A.M. – Noon
Forum on Issues and Developments in Instructional Technology
Session 2: 1 P.M. – 4 P.M.
Designing Conceptual Frameworks for Research and Publication

Tuesday, March 14, 1989

Session 3: 9 A.M. – 12:30 P.M.
Theoretical Frameworks in Instructional Technology
Session 4: 1:30 P.M. – 4 P.M.
Directing Dissertations and Mentoring Graduate Students (faculty only)

Faculty and Graduate Students are invited to attend

FOR IMMEDIATE RELEASE

FOR MORE INFORMATION, CONTACT: Scott Dewbre, College of Ed. Spokesman

GSU College of Education Hosts 2-Day Seminar on Instructional Technology

March 6, 1989

GRAMBLING – A nationally respected educator, author and consultant on instructional technology will be the guest speaker for a two-day seminar, Current Trends in Instructional Technology, which is to be held Monday, March 13, and Tuesday, March 14, at Grambling State University.

The seminar is designed to be of interest to professional educators, graduate-level education students, persons involved in adult and non-traditional education, including worker training for business and industry. The GSU College of Education is hosting the seminar, as part of a continuing effort to improve the quality of instruction delivered to North Louisiana and the region.

Dr. Walt Wager, professor of instructional technology at Florida State University, is scheduled to appear as guest speaker for the seminar. He has published several books on various aspects of instructional technology, including a book he co-authored with Dr. Robert Gagne`, *Principles of Instructional Design.*

–more–

The seminar will begin with a three-hour open forum on issues and developments in instructional technology, at 9 a.m. Monday in Room 200 of Charles P. Adams Hall on the GSU campus. The forum will give special emphasis to planning, designing and delivering effective instruction.

Designing conceptual frameworks for research and publication will be the topic of discussion in an afternoon session Monday, from 1-4 P.M. in Room 216 of Adams Hall.

On Tuesday, a morning session, which will be held from 9 A.M. to 12:30 P.M. in Adams Hall Room 216, will focus on resources and prevalent learning theories in the field of instructional technology.

The final session, from 1:30 P.M. to 4 P.M. in Adams Hall Room 216, will be a session designed for college and university faculty members involved in directing doctoral dissertations and mentoring graduate students.

The seminar is open to the public free of charge and the public is invited to attend. More information on the seminar is available by contacting Dr. Jo Ann Dauzat, director of GSU doctoral programs, by telephone at (318) 274-2772.

-30-

SCEDULE FOR DR.WALT WAGER

MONDAY MARCH 13, 1989

7:00 a. m. Informal breakfast with graduate students
(Holiday Inn)

9:00-12:00 Open Session- Technologies of IS&T
(AH 200)

1:-4:00 Session w/faculty and graduate students-Designing Conceptual Frameworks for research and publication
(AH 216)

4:00-6:00 (approx) Informal Chat w/graduate students -Research Agenda and other topics of interests
(Faculty Lounge, AH)

TUESDAY MARCH 14, 1989

7:00 a. m. Informal breakfast w/faculty and/or graduate students
(Holiday Inn)

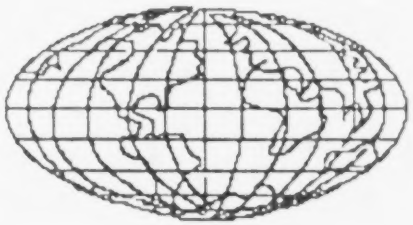
9:00-12:30 Session w/faculty and graduate students-Theoretical Framework for IS&T
(AH 216)

1:30-4:00 Session w/faculty-Directing Dissertations and Mentoring Graduate Students
(AH 216)

7:00-p. m. Informal Reception-faculty and graduate students
(Simmons' residence)

Professional Development Series:

Technology & Thinking, Learning and Study Skills: What is the Status?



Presented by

Dr. Ben Lowery

Associate Professor of

Instructional Systems and Technology

Friday, March 17, 1989 1:30 P.M. AH 216

FIPSE

Project To Improve Teacher Education

GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION

P.O. Box 964 Grambling, LA 71245 (318) 274-2266

October 26, 1988

Dr. Johnnie Mills, Dean
School of Education
Jackson State University
Jackson, Mississippi 39217

Dear Dean Mills,

Enclosed you will find a set of the NTE Professional Knowledge Modules we prepared and piloted last year. The description and instructions are included. Should you need additional information, give us a call.

Although our own students reported that the modules were useful to them both for study in their courses to which the competencies had been assigned and in preparation for the NTE, we would appreciate feedback from your professors and students using the modules. We hope that they contribute to your programs.

Don't forget to get your presentation together for our Pre-Convention Institute in March at AACTE. We are eager to put you on our program.

Sincerely,

Jo Ann Dauzat

Jo Ann Dauzat
Project Director
Grambling State University

/e

enclosures:

FIPSE

Project To Improve Teacher Education

GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION

P.O. Box 964 Grambling, LA 71245 (318) 274-2266

November 17, 1988

Dr. Howell Jones
Virginia State University
School of Education
FIPSE Project Documentor/Evaluator
Petersburg, Virginia 23803

Dear Dr. Jones:

During the FIPSE Advisory Board Meeting on September 14, 1988, you mentioned a series of modules focusing on NTE preparation that were developed by Virginia State. We are most anxious to secure copies of these modules for inclusion in the FIPSE Resource Bank, as well as dissemination to the other project institutions.

Thank you in advance for your help in our securing copies of these materials.

Sincerely,

Jo Ann Dauzat

Jo Ann Dauzat
FIPSE Director

/e

FIPSE

Project To Improve Teacher Education

GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION

P.O. Box 964 Grambling, LA 71245 (318) 274-2266

October 26, 1988

Dr. James Hunter, Dean
School of Education
Virginia State University
Petersburg, Virginia 23803

Dear Dean Hunter,

Enclosed you will find a set of the NTE Professional Knowledge Modules we prepared and piloted last year. The description and instructions are included. Should you need additional information, give us a call.

Although our own students reported that the modules were useful to them both for study in their courses to which the competencies had been assigned and in preparation for the NTE, we would appreciate feedback from your professors and students using the modules. We hope that they contribute to your programs.

Don't forget to get your presentation together for our Pre-Convention Institute in March at AACTE. We are eager to put you on our program.

Sincerely,

Jo Ann Dauzat
Project Director
Grambling State University

/e

enclosures:

FIPSE

Project To Improve Teacher Education

GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION

P.O. Box 964 Grambling, LA 71245 (318) 274-2266

October 26, 1988

Dr. John Hendricks
Associate Professor and Chairman
Dept. of Education and Psychology
Alcorn State University
Lorman, Mississippi 39096

Dear Dr. Hendricks,

Enclosed you will find a set of the NTE Professional Knowledge Modules we prepared and piloted last year. The description and instructions are included. Should you need additional information, give us a call.

Although our own students reported that the modules were useful to them both for study in their courses to which the competencies had been assigned and in preparation for the NTE, we would appreciate feedback from your professors and students using the modules. We hope that they contribute to your programs.

Don't forget to get your presentation together for our Pre-Convention Institute in March at AACTE. We are eager to put you on our program.

Sincerely,

Jo Ann Dauzat
Project Director
Grambling State University

/e

enclosures:

Copy

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Project To Improve Teacher Education

GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION

P.O. Box 964 Grambling, LA 71245 (318) 274-2266

MEMORANDUM

TO: Dean Joiner

FROM: Jo Ann Dauzat

DATE: March 28, 1989

RE: Dr. Ila Brive

This memo is to inform you that Dr. Ila Brive from Virginia State will be on campus from March 28, 1989 - March 30, 1989. She will be providing on-site staff development for the FIPSE Project.

/e

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FIPSE

Improver

Spring 1989 Volume 2 Number 1

March 1 conference set for Anaheim, CA

Grambling State University's College of Education and the Fund for the Improvement of Post-Secondary Education will sponsor a national conference entitled "Improving Minority Teacher Education: Programs and Procedures that Work."

The conference will be held in Anaheim, Calif., on March 1, and will include presentations by faculty and administrators from Grambling State University, Jackson State University, Alcorn State University, and the Fund for the Improvement of Post-Secondary Education, Washington, D.C. The GSU-FIPSE conference precedes the American Association of Colleges for Teacher Education national conference, and both conferences will be held at the Anaheim Marriott Hotel.

The GSU-FIPSE conference will include the following presentations: Closing the Gap in Minority Teacher Testing: University-wide and Unit Action Strategies, Testing as a Teaching Strategy, Grambling State University Improvement Model, and Responses for the Future.

Conference registration will be held at the Anaheim Marriott the morning of the conference and there is no registration fee. For additional information, contact Dr. Jo Ann Dauzat, GSU Box 644, Grambling State University, Grambling, LA 71245, or telephone (318) 274-2772.

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Critical thinking skills 2
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Fall '88 conference at GSU draws crowd

A national conference entitled "Improving Teacher Education" was held on the campus of Grambling State University, Sept. 15-16, 1988. The conference, sponsored by the Fund for the Improvement of Post-Secondary Education and Grambling State University's College of Education, featured a day-long workshop conducted by a nationally renowned author, presentations focusing on components of the Grambling teacher education model and campus tours.

The conference opened with an overview presented by Dr. Andolyn Brown of Grambling State University, and a welcoming address by Dr. Lamore Carter, GSU vice-president for academic affairs. The opening day also featured presentations by Dr. Burnett Joiner, GSU dean of education, who spoke on "Minority Teacher Education: Present and Future," Dr. Jo Ann Dauzat, FIPSE project director, who provided an overview of GSU's teacher education improvement program, Dr. Dorothy Alexander, director of the GSU Academic Skills Center, who spoke on "Increasing Faculty Research Initiatives," and

Continued on next page

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Grambling's Dr. Yevonne Smith, who presented information on GSU's intervention program.

The conference opening day also included informal tours and presentations focusing on Grambling's Academic Skills Center, admissions and monitoring system, Educational Resource Center, and graduate programs in developmental education. Conferees enjoyed a complimentary lunch and fashion show, and during the afternoon sessions those in attendance were invited to an informal sharing session with senior-level teacher education students enrolled at Grambling.

On the evening of September 15, conferees were treated to a Fais-do-do (Louisiana-style party) featuring favorite Cajun and Creole-style dishes. The atmosphere was festive as conferees danced to the music of the bayou state and enjoyed the Mardi Gras ambience.

Day two of the national conference was devoted to a workshop featuring guest speaker, Dr. Art Whimbey. His presentation, entitled "Teaching Critical Thinking Skills," was enthusiastically received by an audience of approximately 100 conferees. An informal reception followed the day-long workshop and those in attendance had the opportunity to chat with Dr. Whimbey.

The first national conference sponsored by Grambling State University's College of Education and the Fund for the Improvement of Post-Secondary Education was well attended. Conferees included representatives from Jackson State University, Alcorn State University, Virginia State University, Louisiana Tech University, Le Moyne-Owen College, Hinds Community College, Utica Junior College, Jarvis Christian College, Hunter College of the City University of New York, and the Southern Regional Education Board, as well as Grambling State University.

A second national conference sponsored by Grambling State Univeristy's College of Education and the Fund for the Improvement of Post-Secondary Education is scheduled to be held in Anaheim, Calif., on March 1.

FIPSE Informer

Project Director ..... **Jo Ann Dauzat**

Editor ..... **Scott Dewbre**

Documentor/Evaluator ..... **Cheryl Simmons**

This newsletter, funded by a grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE), is published bi-annually by the Grambling State University College of Education. Correspondance should be addressed to: Editor, FIPSE Informer, P.O. Box 644, Grambling LA 71245.

Workshop explores critical thinking skills

By Joni Maxwell

Dr. Arthur Whimbey, author of such books as *Intelligence Can Be Taught* and *Problem Solving and Comprehension*, presented a one-day workshop on teaching critical thinking to a group of educators attending the Conference on Improving Teacher Education.

During his presentation, Whimbey said that a major problem common to students who are not doing well academically is the inability to reason clearly and precisely, adding that students often misread text and test questions because they skim the material and skip over the little words.

Whimbey said that careful reading is the first key to success, and that speed reading or skimming is not appropriate in an academic setting. Students should be taught to read carefully, because students often skip over key words when skimming material.

A second problem faced by many students is

Continued on Page Four

National Conference:

Improving Minority Teacher Education: Programs and Procedures that Work

Topics Include:

Closing the Gap in Minority Teacher Testing: University-wide and Unit Action Strategies

Presented by Johnnie Mills, Joyce Harris, Vivian Taylor and Virgia Gambrell, Jackson State University, Jackson, MS

Testing as a Teaching Strategy

Presented by John Hendricks, Newtie Boyd and Thelma Spencer, Alcorn State University, Lorman, MS

Grambling State University Improvement Model

Presented by Jo Ann Dauzat and Burnett Joiner, Grambling State University, Grambling, LA

Responses for the Future

Presented by Johnnie Mills, Jackson State Univ.; Burnett Joiner and Jo Ann Dauzat, Grambling State Univ.; John Hendricks, Alcorn State Univ.; and Jayme Lewis, FIPSE

Wednesday, March 1, 1989
Anaheim, California

Marriott Hotel

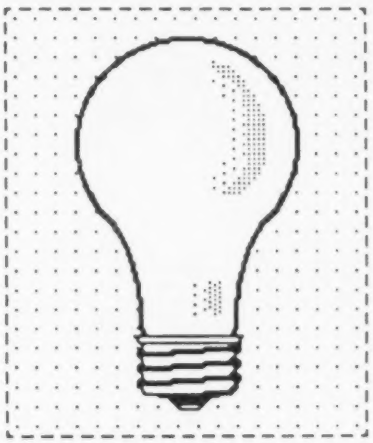
Orange County Ballroom Salons 1-2 Main Level

On-Site Registration

Sponsored by Grambling State University College of Education and the Fund for the Improvement of Post-Secondary Education

their assumption that they are unable to answer a question they have never seen before. In other words, Dr. Whimbey said, if they have not been told the answer at an earlier date, they do not think they can solve the question on a test. The key here is to teach the student how to apply logic and prior knowledge to new questions.

Deciding on an answer before work is completed is a third common problem. The student will look over the problem, pick out a few key words, perhaps even begin to solve it, and then quickly choose a partially correct or even random answer. Teaching the student to approach the question in an orderly, step-by-step fashion is the key, Whimbey advised.



One of the major differences between competent and incompetent problem-solvers is their ability to do work in an orderly fashion on paper. Competent problem-solvers are not embarrassed to work out problems on scratch paper, and students should be encouraged to use whatever tools are at their disposal, Whimbey said.

Students should also be made aware of the expected performance on any test, and that strategies differ with various types of tests, Whimbey noted. Often with standardized tests, a student need only answer a little more than half the questions correctly to receive an average or passing score, and a student should know that information.

More information about Whimbey's approach can be found in his book, *Problem Solving and Comprehension*, fourth edition, by Whimbey and Lockhead, published by Lawrence Erlbaum Associates.

Plan designed to ensure excellence

The College of Education at Grambling State University has developed a beginning teacher assistance program, B-TAP, designed to ensure excellence in teaching performance of COE graduates by providing to them and to employing Louisiana schools a system of needs-based professional improvement. The program will provide a two-year "warranty" for any teaching graduate who has achieved regular Louisiana certification and who is employed in a participating Louisiana school system in the area of certification.

Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment will be provided professional services through the first two years of teaching by the College of Education based on an individually prescribed improvement plan, collaboratively developed by a clinical team consisting of appropriate university faculty and site personnel.

The Individual Assistance Plan will be designed to include experiences to be pursued, timelines for improvement, monitoring procedures, and specifics for reassessment. By providing such services as on-site direct assistance, counseling, campus-based workshops or courses, and individual assistance with university specialists, the College of Education will become an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning. Expected outcomes include: greater retention of beginning teachers in the teaching pool; improved public images of teacher education programs, specifically at GSU; increased quality in the performance of teaching graduates; improved professional relationships between the College of Education and local school systems; revitalized curricula and

Continued on next page

revised procedures in teacher education programs based on "reality data" gleaned from performance of program graduates; and improved educational opportunities for students in the schools of Louisiana.

The B-TAP plan at GSU, one of seven similar ventures nationally, demonstrates the level of confidence held by the College of Education for its award-winning programs and for its products – the graduates of the programs. The plan also promotes the leadership role assumed by the College of Education and its public service mission to local education agencies.

GSU teacher ed students surveyed

By Cheryl Van Niel Simmons

Over the past several years considerable interest has ben expressed in the Grambling teacher education model. An integral part of the Grambling model is the requirement that students take parts of the NTE while enrolled in various teacher education courses. Students are also required to pass the Communication Skills and General Knowledge modules of the NTE before admission to teacher education; pass the Professional Knowledge module during their junior year; and pass the Specialty Area exam as part of their student teaching experience. These program requirements result in students being eligible for teaching certificates upon graduation.

Faculty members and administrators in Grambling's College of Education are often asked how students react to the stringent teacher education program requirements and until recently the answers to these inquiries were based primarily on individual faculty perceptions and random comments made by students. In order to gain a better and more objective understanding of student views regarding departmental requirements and the teacher education program as a whole, Dr. Jo Ann Dauzat conducted a survey of student opinions.

A 19-item questionnaire was administered to 13 seniors and two juniors enrolled in teacher education courses at Grambling. The results were encouraging for the most part and showed considerable commitment to the teacher education program. Student responses to questions regarding leadership opportunities in the program, the quality of instruction, and the College of Education faculty were extremely favorable with a 69-100 percent positive response rate. Students also responded favorably to questions regarding program requirements such as observation and participation hours (64 percent positive responses), special laboratory assignments (100 percent), and use of the Educational Resource Center (69 percent).

Questionnaire items dealing with the use of NTE modules as course and program requirements yielded varied responses from students. For example, students responded favorably to items regarding requirements that they take the Communication Skills (78 percent positive response rate) and General Knowledge (76 percent) modules of the NTE as a part of 100 and 200-level course requirements. They also responded favorably to a 300-level course requirement that they take the Professional Knowledge module (66 percent positive response rate). However, when questionnaire items dealt with requirements that students present passing scores on modules of the NTE, responses tended to be more negative. When asked their opinions regarding the Louisiana state requirement that students pass the Communication Skills and General Knowledge modules before gaining admission to the teacher education program, the survey yielded only a 40 percent positive response rate. Another item regarding a 400-level course requirement that they pass the Professional Knowledge module yielded a 53 percent positive response rate and responses to a question regarding the requirement that students pass the appropriate Specialty Area exam as a competency demonstration for student teaching yielded a 66 percent positive response rate.

Continued on next page

Survey results seem to indicate that while students understand the value of taking the NTE modules for the test-taking experience gained, many students do not agree with the use of NTE test scores as a measurement of student competency.

It is perhaps ironic that when students were asked what they viewed as the main advantages of receiving their teaching degrees from GSU, the most frequent responses were the quality of the program, the reputation of GSU to turn out good teachers and their own marketability as GSU graduates, yet the same students listed admissions and program requirements as the most prevalent answer to how the program should be changed. While Grambling's teacher education program has made remarkable strides over the past several years, perhaps its greatest challenge will be to help students gain a better understanding of the relationship between program quality and program policy.

Video produced on questioning

How can the research base in teacher education be successfully infused into the teacher education programs at Grambling and other historically Black institutions? This was the question under discussion at an informal gathering of FIPSE project directors during the March, 1988 AACTE conference in New Orleans. The needs expressed during this discussion eventually led Dr. Jo Ann Dauzat, FIPSE project director at GSU, to develop a list of research-based teaching techniques and plan a series of video tapes focusing on these techniques.

After extensive research and with video camera in hand, Grambling's FIPSE staff began production of the first in the Research-Based Teaching Techniques series with a one-hour video tape entitled, "Questioning Techniques." As with each tape in the series, the "Questioning Techniques" video begins with an overview of the techniques being presented, and quickly moves into how the techniques can be used successfully with grades K-12, related research findings and actual demonstrations by teachers using the techniques in their classrooms. Learning packets are also being developed to accompany the videos in the series and students viewing the tapes will be asked to record their observations on forms included in the learning packets. The packets will also contain a variety of handouts developed to reinforce information contained in the video tape.

Copies of each video in the Teaching Techniques series will be housed in the FIPSE Resource Bank on Grambling's campus and will be available for loan to interested institutions. These videos will be entitled "Classroom Arrangement and Learning Centers," "Teacher-Student Interaction," "Parent-Teacher Interaction," and "Questioning Techniques." Additional video tapes scheduled for production over the next year will focus on such topics as assertive discipline, the inquiry approach to teaching, computerized instruction, and individualizing instruction.

Copies should be ready in late Spring for distribution through our Resource Bank. Ordering information will be included in the next issue of **The Improver**.

COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY
Post Office Box 644
Grambling, LA 71245
Vol. 2, No. 1
Spring, 1989

A Translation of Participants' Responses To the Question: Three Years From Now?

1. By 1989, 90% of the teacher education graduates will be passing teacher certification examinations.

2. By 1989, records will indicate that 90% of the certifiable teacher education graduates started teaching within one year after graduation.

3. By 1989, records will show that over the three year period (1986-1989), the number of junior level students admitted conditionally to teacher education programs because of inadequate test scores has declined by 50 percent.
   conditionally

4. By 1989, the performance of sophomores on tests such as the NTE, the ACT Comp. and School-developed Language Proficiency Examinations will have improved by 30 percent.

5. By 1989, a comprehensive monitoring system for instruction, advisement, evaluation and administration will have been institutionalized.

6. By 1989, the quality of students selecting education as a major will have increased as measured by SAT, ACT and/or performance on the NTE.

7. In 1989, the mean NTE scores of Teacher Education majors on the Core Battery and Specialty Area has increased by 10 points over the 1985 Mean. (note that the NTE cut off scores will probably increase as students are more successful).

8. By 1989, faculty research and publications will have increased by 20 percent.

Translated by: Jack Gant

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Data Collection Form

1. Number of students completing coursework and student teaching.

Number of students passing teacher certifying exams.

YEAR		
86-87	_____	_____
87-88	_____	_____
88-89	_____	_____

2. Number of certifiable graduates.

Number of certifiable graduates who were teaching within one year.

86-87	_____	_____
87-88	_____	_____
88-89	_____	_____

3. Number of junior level students admitted to education.

Number of junior level students admitted conditionally.

86-87	_____	_____
87-88	_____	_____
88-89	_____	_____

4. Mean sophomore scores on:

	NTE			ACT	English Proficiency Exam
	CS	GK	PK		
86-87	___	___	___	_____	_____
87-88	___	___	___	_____	_____
88-89	___	___	___	_____	_____

5. Is there a comprehensive monitoring system for instruction, advisement, evaluation, and administration, in place? _____
Please briefly describe the monitoring system or stage of completion it is in. (Please attach another sheet for this information)

6. Mean Education major scores.

	ACT	SAT
86-87	_____	_____
87-88	_____	_____
88-89	_____	_____

7. Mean Education major scores on NTE.

	CS	GK	PK	Speciality
86-87	___	_____	_____	_____
87-88	___	_____	_____	_____
88-89	___	_____	_____	_____

8. Number of faculty research projects and/or publications.

	# Faculty	Research	Articles	Books
86-87	_____	_____	_____	_____
87-88	_____	_____	_____	_____
88-89	_____	_____	_____	_____

9. Please briefly describe any projects or happenings that you would like included in the final report. (Please attach another sheet for this information)

Special Presentation

Sponsored by the
College of Education

Topic: **"Research Agenda for the Decade"**

Featured Speaker: **Dr. Martha Maxwell**

Author of *Improving Student Learning Skills*
Founder and former director of the Student Learning Center
at UC-Berkeley
Former director of college learning skills programs
at American University
and University of Maryland

1 P.M.—3:15 P.M.

Friday, January 19, 1990

Nursing Building Auditorium

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